

# TEACHER EMPLOYMENT TOOLS

## INTRODUCTION

- *[OVERALL GOAL OF THE TOOLS AND HOW THEY WERE DEVELOPED]*
- *[INFORMATION ABOUT HOW THESE TOOLS ARE ALIGNED WITH CORE PROPOSITIONS, ARE COMPREHENSIVE, AND REPRESENT OUR BEST THINKING ABOUT RECRUITING AND HIRING EFFECTIVE TEACHERS AND LEADERS. THE TOOLS ARE AVAILABLE FOR DISTRICTS TO CUSTOMIZE AND TAILOR TO THEIR CONTEXT AND RECRUITING NEEDS AND CHALLENGES. HOWEVER, MSFE ADVISES THAT THE FOLLOWING FUNDAMENTAL COMPONENTS OF EACH TOOL REMAIN...]*

## BRIEF DESCRIPTION OF EACH TOOL

- *[SHORT DESCRIPTION OF EACH OF THE THREE TOOLS]*

## ADDITIONAL RESOURCES

- *[LIST THE SERIES OF APPENDICES AND WHAT THEY INCLUDE, INCLUDING: 1) INTERVIEW TIPS AND MODELS OF INTERVIEWING (E.G., TIERED INTERVIEWING, USING INTERVIEWING TEAMS AND TEACHER LEADERS, AND THE USE OF VIDEOS); 2) POTENTIAL ADDITIONAL INTERVIEW QUESTIONS]*

## SAMPLE ADVERTISEMENT – CLASSROOM TEACHER

*[INCLUDE SHORT INTRODUCTION]*

<h3>CLASSROOM TEACHER</h3> <p>WE ARE LOOKING FOR A DYNAMIC, HIGHLY EFFECTIVE CLASSROOM TEACHER TO JOIN OUR [ ] GRADE TEAM.          THE SUCCESSFUL CANDIDATE WILL DEMONSTRATE A COMMITMENT TO STUDENTS AND THEIR LEARNING, KNOWLEDGE OF THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS, THE SKILLS TO EFFECTIVELY MANAGE AND MONITOR STUDENT LEARNING. THE SUCCESSFUL CANDIDATE IS A REFLECTIVE PRACTITIONER WHO CONTINUALLY STRIVES FOR IMPROVEMENT AND COLLABORATES WITH FELLOW EDUCATORS IN THE CONTINUAL PURSUIT OF EXCELLENCE IN TEACHING AND LEARNING.</p>			<div style="border: 2px solid black; padding: 10px; width: 100px; margin: 0 auto;">             Insert Logo Here           </div>
<p><b>WHY SHOULD YOU CONSIDER A TEACHING CAREER WITH [MSAD 123]?</b></p>			
AMAZING STUDENTS	TALENTED STAFF	SUPPORTIVE COMMUNITY	<p>(MSAD 123) IS LOCATED IN BEAUTIFUL (IDENTIFY REGION) MAINE, KNOWN FOR (INSERT GEOGRAPHICAL, CULTURAL, INDUSTRY, AND/OR OTHER LOCAL DRAW OF THIS AREA). WE ALSO OFFER COMPETITIVE PAY AND BENEFITS, INCLUDING OPPORTUNITIES TO INCREASE YOUR EARNINGS BASED ON PERFORMANCE AND LEADERSHIP RECOGNITION.</p>
[INSERT PIC AND/OR COPY]	[INSERT PIC AND/OR COPY]	[INSERT PIC AND/OR COPY]	
<p>STRIVING FOR EXCELLENCE IN TEACHING AND LEARNING (OR INSERT DISTRICT MOTTO)</p>			
<p>IF INTERESTED IN BEING PART OF A WORKFORCE OF HIGH PERFORMING EDUCATORS WHO ARE ALIGNED IN PURPOSE, TEAMED IN THEIR EFFORTS, AND MOTIVATED TO SUCCEED IN DELIVERING HIGHEST QUALITY INSTRUCTION TO ALL STUDENTS, SEND ...</p> <p>[INCLUDE A LINK TO FULL JOB DESCRIPTION]</p>			

*[ADD CLOSING INFORMATION WITH:*

*1) CONSIDERATIONS FOR WHERE A DISTRICT MIGHT POST SUCH AN ADVERTISEMENT; AND*

*2) CONSIDERATIONS FOR HOW A DISTRICT MIGHT USE THIS ADVERTISEMENT IN RECRUITMENT EFFORTS]*

## SAMPLE JOB DESCRIPTION – CLASSROOM TEACHER

[INCLUDE SHORT INTRODUCTION]

### MAINE SCHOOL ADMINISTRATIVE DISTRICT 123

#### Sample Job Description

#### Classroom Teacher

Insert Logo  
Here

#### Summary

Plans, organizes and assesses an appropriate instructional program and creates a learning environment that enables each student to fulfill their academic potential. Provides an educational program that is developmentally appropriate in an environment favorable to learning and personal growth. Establishes effective rapport with students to promote positive attitudes of self-worth. Motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each student's ability. Establishes positive, productive relationships with parents and with other staff members.

#### Essential Responsibilities

##### Commitment to Students and Their Learning

- *Understanding of Students.* The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.
- *Application of Learning Theory.* The teacher demonstrates an understanding of how students develop and learn.
- *Classroom Climate.* The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

##### Knowledge of subjects and how to teach those subjects to students

- *Subject Knowledge.* The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.
- *Pedagogical Content Knowledge.* The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
- *Goal-Focused Planning.* The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

- *Assessment of Student Progress.* The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.

##### Thinking systematically about practice and learning from experience

- *Reflective Practice.* The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.
- *Continuous Professional Growth.* The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.

##### Members of learning communities

- *Professional Collaboration.* The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.
- *Engagement With Caregivers and Community.* The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.
- Participate in extracurricular activities such as social

### Managing and monitoring student learning

- *Managing Classroom Routines and Expectations.* The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.
- *Student Engagement.* The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

### Major Duties

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
- Develop schemes of work, lesson plans and assessments that are in accordance with established procedures.
- Instruct and monitor students in the use of learning materials and equipment.
- Use relevant technology to support and differentiate instruction.
- Manage student behavior in the classroom by establishing and enforcing expectations and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.
- Provide appropriate and timely feedback on work.
- Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
- Maintain accurate and complete records of students' progress and development.
- Update all necessary records accurately, promptly, and completely as required by laws, district policies and school regulations.
- Prepare required reports on students and activities.
- Participate in department, school, district and parent meetings.
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom for class activities.
- Provide a variety of learning materials and resources for use in educational activities.
- Observe and evaluate student's performance and development.
- Assign and grade class work, homework, assessments and assignments.
- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.

activities, sporting activities, clubs and student organizations as directed.

- Other duties as assigned.

### Qualifications

- Knowledge of subject matter being taught
- Bachelor's degree or higher
- Valid Maine teaching certificate in appropriate area
- Prior evidence of strong results on measures of student learning outcomes in the relevant subjects
- Ability to establish and maintain cooperative and effective working relationships with others.
- Ability to communicate effectively orally and in writing.
- Evidence of ability to report to work on a regular and punctual basis.
- Ability to perform all other related work delegated or required to accomplish the objectives of the total school program.
- Knowledge of an ability to implement relevant technology
- National Board Certification, preferred

**Hours:** Full-time teaching position, work year as outlined in teacher contract

**Pay:** Competitive base pay and benefits, with opportunity for additional reward and recognition based on performance-based criteria, such as: professional practice and growth, classroom climate and learner engagement, and learner growth.

**Reports to:** Principal

*“District Vision and Values Here”*

*[ADD CLOSING INFORMATION WITH:*

*CONSIDERATIONS FOR WHERE A DISTRICT MIGHT POST SUCH A JOB DESCRIPTION AND AT WHAT POINT IN THE RECRUITMENT PROCESS PROSPECTIVE TEACHERS SHOULD SEE SUCH A JOB DESCRIPTION.]*

## **SAMPLE INTERVIEW PROTOCOL – CLASSROOM TEACHER**

*[INCLUDE SHORT INTRODUCTION. SHOULD INCLUDE INFORMATION ON HOW AN INTERVIEWER/RATER SHOULD BE THINKING ABOUT THE 4-CATEGORY RANKING SYSTEM AND SOME GENERAL GUIDANCE ON HOW TO USE IT DURING AN INTERVIEW.]*

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Interview Team: \_\_\_\_\_

Effectiveness Level			
1	2	3	4
Ineffective	Developing	Effective	Distinguished

## 1 Commitment to Students and Their Learning

	<p>1.1 <i>Understanding of Students</i>. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.</p> <ul style="list-style-type: none"> <li>Describe how you have used or would use what you know about you students as individuals and as a group to inform your teaching, including a specific example of how you might use this information to adjust your practice to accommodate students' needs to provide access to the learning.</li> </ul> <p>Evidence:</p>	1	2	3	4
	<p>1.2 <i>Application of Learning Theory</i>. The teacher demonstrates an understanding of how students develop and learn.</p> <ul style="list-style-type: none"> <li>Describe how you have or would ensure that your instruction is developmentally appropriate for ALL students.</li> <li>Give examples of different strategies you have used or would use to help students to input new learning and also to demonstrate understanding in a variety of ways?</li> <li>In what ways have or would you facilitate learners in choosing approaches that will be effective for them and help them produce quality work?</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
	<p>1.3 <i>Classroom Climate</i>. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.</p> <ul style="list-style-type: none"> <li>Describe for us the elements that you believe are essential to a respectful and productive classroom environment that promotes student learning, and the approaches you have used or would use to create this environment in your own classroom.</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4

## 2 Knowledge of subjects and how to teach those subjects to students

	<p>2.1 <i>Subject Knowledge</i>. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.</p> <ul style="list-style-type: none"> <li>Share with us one discipline or subject area that you feel represents a particular strength for you with regard to content knowledge and why you feel this is the case. Give one or more examples of strategies you have used or would use to integrate reading, writing, listening, and/or speaking into other content that you are teaching.</li> <li>Explain how content within your discipline has changed or evolved, and share examples of how you have incorporated this into your instruction.</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
		1	2	3	4

	<p>2.2 <i>Pedagogical Content Knowledge</i>. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.</p> <ul style="list-style-type: none"> <li>Explain ways you have had to or would incorporate a variety of strategies and approaches that are appropriate for the content you are teaching and that are engaging and relevant to students.</li> <li>Tell us about lessons where you incorporated both teacher-directed AND student-directed learning opportunities.</li> <li>Describe how you have kept current with new technologies, tools, strategies, and resources related to the content that you are teaching.</li> </ul> <p>Evidence:</p>	1  1  1	2  2  2	3  3  3	4  4  4
	<p>2.3 <i>Goal-Focused Planning</i>. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.</p> <ul style="list-style-type: none"> <li>Tell us what goal-focused planning means to you in your practice.</li> <li>What are some of the strategies you have used or would use to communicate the goals of each lesson to students and also determine the extent to which they have achieved them?</li> <li>Describe some approaches you have or would include in your planning in order to facilitate cognitive engagement and higher order thinking from your students.</li> </ul> <p>Evidence:</p>	1  1  1  1	2  2  2  2	3  3  3  3	4  4  4  4
<b>3 Managing and monitoring student learning</b>					
	<p>3.1 <i>Managing Classroom Routines and Expectations</i>. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.</p> <ul style="list-style-type: none"> <li>Tell about a time when you were challenged by a student or students while teaching and how you responded to maintain the learning for all students.</li> <li>What strategies do you use to ensure student success, and enhance learning and engagement in settings and groupings that are less teacher-directed?</li> <li>Give one or more examples of ways in which you have varied the physical arrangement, groupings, and seating structure of your classroom on the basis of student needs, interests, and/or goals for student learning.</li> </ul> <p>Evidence:</p>	1  1  1	2  2  2	3  3  3	4  4  4
	<p>3.2 <i>Student Engagement</i>. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.</p> <ul style="list-style-type: none"> <li>Describe strategies, tools, tasks that you have used or would use to motivate students, capture minds, and foster enthusiasm for learning beyond the required coursework.</li> <li>Tell us how you have or would build upon student interests to connect learning to real-life situations.</li> <li>Describe ways you have or would communicate expectations and hold students accountable for their involvement in their learning? In what ways have you involved students in making these decisions?</li> </ul> <p>Evidence:</p>	1  1  1	2  2  2	3  3  3	4  4  4
	<p>3.3 <i>Assessment of Student Progress</i>. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.</p>				

	<ul style="list-style-type: none"> <li>Share some examples of how you have incorporated both formative and summative assessments into your instruction. In what ways do you involve students in the assessment process?</li> <li>Tell us about approaches you have used to provide regular, specific feedback to individual students and their parents.</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
		1	2	3	4
		1	2	3	4
<b>4 Thinking systematically about practice and learning from experience</b>					
	<p>4.1 <i>Reflective Practice</i>. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.</p> <ul style="list-style-type: none"> <li>Describe the process you use to reflect on and assess the effectiveness of your practice. Include the ways in which you use these reflections to make adjustments to your teaching practice.</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
		1	2	3	4
		1	2	3	4
	<p>4.2 <i>Continuous Professional Growth</i>. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.</p> <ul style="list-style-type: none"> <li>How have you gone about determining your professional growth goals?</li> <li>What resources have you used in the past to expand your skills and knowledge about content and teaching strategies?</li> <li>Describe ways you have solicited feedback from others regarding your professional growth and used that feedback to improve planning and instruction?</li> <li>Share some examples of how you have demonstrated enthusiasm for ongoing professional development that exemplifies a disposition you want to nurture in students.</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
		1	2	3	4
		1	2	3	4
<b>5 Members of learning communities</b>					
	<p>5.1 <i>Professional Collaboration</i>. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.</p> <ul style="list-style-type: none"> <li>In what ways do you collaborate with others in and outside your content area to support student learning and coordinate services?</li> <li>Describe ways you have utilized the knowledge of other school professionals in the interest of student learning and your own professional growth.</li> <li>Tell us how you have built effective relationships with colleagues that are based on mutual support and cooperation.</li> <li>Tell us about a time when you had to collaborate with an individual who was not motivated by the goals of the process or contributing positively to its outcome. How did you handle this situation?</li> <li>Describe examples of how you have contributed to schoolwide improvement?</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
		1	2	3	4
		1	2	3	4
		1	2	3	4
	<p>5.2 <i>Engagement With Caregivers and Community</i>. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.</p> <ul style="list-style-type: none"> <li>Describe strategies you have used to communicate with parents and caregivers and make them</li> </ul>	1	2	3	4



	<p>feel comfortable and welcome in you classroom.</p> <ul style="list-style-type: none"> <li>• What resources have you used to help parents understand how to best support their children’s learning?</li> <li>• What approaches have you used in the past to make yourself available to parents and solicit their input?</li> <li>• Describe how you have collaborated with the community to provide opportunities for enriching projects and lessons to support student learning.</li> <li>• Tell us how you have leveraged the diversity of the community and backgrounds of you students to enhance teaching and learning in your classroom.</li> </ul> <p>Evidence:</p>	1	2	3	4
		1	2	3	4
		1	2	3	4
		1	2	3	4
Overall Rating based on the preponderance of evidence collected during the application and interview process.					

## **Appendix X**

### **Potential Additional Interview Questions**

1. Please tell us about yourself and why you are a strong candidate for this position. Also, what has been your most outstanding contribution to your present school district and why?

#### **Professional Experiences**

1. What is your philosophy of education?
2. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher(s)? What did you like/dislike?
3. What is your knowledge of and experience with standards-based education?
4. What experience have you had with students from culturally diverse backgrounds?
5. When did you first become interested in teaching?
6. What opportunities have you had to bring multicultural education into your classroom?
7. Describe your experience(s) working in an urban setting.
8. How well has your college/university prepared you for the teaching profession?

#### **Instructional Skills**

1. Describe the teaching techniques or strategies that are most effective for you.
2. How would you include cooperative learning in your classroom?
3. How would you identify the special needs of your students?
4. What do you include when you write learning objectives?
5. What techniques do you use to keep students actively involved during a lesson?
6. What methods would you use to assess student learning?
7. Describe different student learning styles and how you adjust lessons to benefit those differing styles.
8. Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
9. How do you deal with the unmotivated student?
10. Is drill and practice important? How and when would you use it?

11. What would you do if 50% of your class did poorly on a test?
12. What do you see as the relative strengths and weaknesses of norm-referenced tests?
13. How would you use authentic assessment?

#### Technology/Computer Skills

1. How would you incorporate technology in your classroom?
2. What are your computer skills? What software have you used for instructional or classroom management purposes?
3. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

#### Classroom Discipline

1. Describe your philosophy regarding discipline.
2. What techniques would you use to handle discipline problems that may arise in your classroom?
3. What was the most challenging discipline problem you've encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled this situation any differently?
4. What kind of rules do you have in your classroom? (Share an example.) How are they established?
5. How would you create and promote a safe atmosphere in your classroom?

#### Classroom Management

1. What is your classroom management plan/style? What are your goals?
2. Describe what you consider to be the model classroom. What would a typical day look like in this classroom?
3. Share three interesting classroom management techniques used in your classroom.
4. When students say they want their teacher to be fair, what do you think they mean?

#### Knowledge of Content/Materials

1. What kinds of materials have you used to assess student strengths and/or weaknesses?
2. What kinds of tests do you like to give?
3. Are there any materials you have used that you find are especially effective for slow learners or bright students?

4. What coursework have you taken that has made you especially suited for this position?
5. What kind of materials and supplies would you need to do your best job?
6. How do you stay current in your field?
7. What curricular changes do you hope to see over the next few years?

#### Planning Skills

1. What do you include in your daily lesson plans? How closely do you follow your plans?
2. Describe a good lesson you've planned and implemented. Explain why it was good.
3. Describe a time when a lesson was not going well. What did you do about it?
4. How would you integrate language arts across the curriculum?
5. How would you go about setting up your reading program?
6. How would you handle varied reading abilities in the content areas?
7. How much homework will you assign? How do you know how long it will take your students?

#### Relationships with Administration, Staff, Parents, and Students

1. Describe an outstanding teacher. What makes this educator outstanding?
2. What does "teamwork" mean to you? Give an example.
3. What should a principal expect from teachers? What should teachers expect from their principal?
4. What kind of principal would you like to work for?
5. How would your students describe you as a teacher?
6. How do you approach parent/teacher conferences?
7. What do you feel is important to know about your students? How do you gather this information?
8. Describe your approach with a parent who is upset with you - - and you know you are right.
9. How can you get students to be excited about learning?
10. Describe your use of paraprofessional aides and/or parent volunteers in your classroom.
11. How do you develop self-esteem in your students?
12. How do you keep parents informed about the daily/weekly progress of their son/daughter? What vehicles do you use to communicate with parents?

13. What kind of people do you find it difficult to work with and why?

14. Do you want students to like you? Why or why not?

15. What do you value most in a child?

#### Personal Qualities

1. Why have you selected teaching as a profession?

2. What are your career goals, short term and long term?

3. What makes you an effective teacher?

4. Describe yourself with three adjectives and explain why they were chosen.

5. Describe your fears as you begin your first year teaching.

6. If I were to contact your references what do you think they would say about you?

7. Would you describe yourself as a team player or an individual achiever?

8. What is your most successful accomplishment?

9. Tell me whom you would like to emulate. Why?

#### Miscellaneous

1. What activities would you like to become involved in within our school, district, or community?

2. Why do you want to work in our school system?

3. Tell me about yourself.

4. Describe your thoughts about student and teacher accountability.

5. What professional development topics interest you? What are your plans for professional growth?

6. What gives you the greatest pleasure teaching?

7. What do you think is wrong with public education today?

8. At which grade level do you think you would do the best job?

9. Would you be willing to teach at a different grade level (elementary) or teach a different subject (secondary)?

10. What are your greatest weaknesses?

11. Why should we hire you over the two other finalists who have comparable qualifications?